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ABSTRACT

Nationwide data are presented on the characteristics of two-year college full- and part-time faculty, including racial and gender representation; rank and tenure; educational background; differences by discipline (for full-time faculty only); longevity (for part-time faculty only); principal activities and job satisfaction; and recent trends in faculty hiring practices at two-year colleges. Data are drawn from a 1989-90 national survey of 35,478 full-time faculty at 392 colleges and universities conducted by the Higher Education Research Institute at the University of California, Los Angeles; and a 1988 national survey of 7,408 full-time and part-time instructional faculty at 449 colleges and universities conducted by the National Center for Education Statistics in Washington, D.C. Study highlights include the following: (1) in 1987, 58% of two-year college faculty were employed on a part-time basis; (2) minority faculty held only 8% of the full-time faculty positions at public two-year colleges, 3% of the full-time positions at independent two-year colleges, and 10% of all part-time faculty positions; (3) in 1987, male faculty held 62% of the full-time positions, and 58% of the part-time positions; (4) on average, part-time faculty remained for 6 years at the same institution; and (5) overall, more than two out of five full-time faculty were employed at the lecturer/instructor level, while among African American faculty, 52% were employed at this level. Data tables and selected comparisons of two-year college faculty characteristics with all faculty nationwide (including four-year institutions) are included. (PAA)

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Community College Faculty: A Profile

Deborah J. Carter and Cecilia A. Ottinger

Over the last several years there has been much discussion about the profile of faculty in higher education and likely trends in the future. Higher education institutions and researchers have begun to look at the faculty pool to determine its characteristics in terms of tenure, fields of expertise, and working conditions. However, very little of this discussion has been addressed to trends in community colleges or to the racial ethnic make-up of faculty members in these institutions. Community colleges have experienced considerable growth in enrollments and have greatly expanded their role in the higher education community. Yet very little is known about the faculty at these institutions.

This research brief offers a profile of this vital segment of college faculty. Particular attention is paid to the differences between the conditions of full-time and part-time faculty as well as racial, ethnic, and gender distribution. Data are taken from two sources: The 1989-90 survey of faculty conducted by the Higher Education Research Institute (HERI) at UCLA and the 1988 National Survey of Postsecondary Faculty (NSOPF-88) conducted by the National Center for Education Statistics.

HIGHLIGHTS AND IMPLICATIONS

- Part-time faculty are a major component at two-year institutions. In 1987, more than half of faculty at two-year colleges were employed part-time (58 percent). In the future, this part-time faculty pool could represent a potential source of new faculty if shortages in the full-time market occur.
- *Faculty of color held only 8 percent of full-time faculty positions at public two-year colleges and 3 percent at independent two-year colleges.*
- *In 1987, men clearly out numbered women in full-time faculty positions at public two-year institutions.*
- Contrary to popular belief, part-time faculty are not short-timers, moving from institution to institution during each term. On average, part-time faculty at two-year institutions stay at the same institution for about 6 years.
- *At all two-year colleges, more than 2 out of 5 full-time faculty are employed at the lecturer/instructor level.*
- *This is even more true among full-time minority faculty. More than half of African American community college faculty are lecturers/instructors (52 percent). Colleges need to examine their hiring and promotion policies.*

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I. Characteristics of Full-time Faculty

- In fall 1987, there were an estimated 514,000 full-time faculty in all two-year and four-year institutions (NSOPF-88).
  - In that year, 93,000 full-time faculty were employed in public two-year colleges and 421,000 were at four-year colleges and universities.

REPRESENTATION OF FACULTY OF COLOR

Faculty of color continue to hold extremely small percentages of full-time appointments in two-year institutions, according to data from the HERI 1989-90 Faculty Survey and NSOPF-88.

- Eight percent of full-time faculty at public two-year institutions were members of minority groups; only 3 percent of faculty at private two-year institutions were minorities (table 1).
- In 1989-90, 9 percent of faculty at all colleges and universities were racial and ethnic minorities.
- In 1989-90, African Americans held 4 percent of all full-time faculty appointments in two-year public colleges, followed by Asian Americans and Hispanics[1] (each with 2 percent), and American Indians with only 1 percent.
- NSOPF data revealed similar differences. According to this study, 9 percent (8,370 out of 93,000) of full-time faculty in two-year public colleges are of color and 11 percent (46,310 out of 421,000) of full-time faculty in four-year institutions are faculty of color.
- It is estimated that between 20 and 25 percent of American Indian faculty in two-year colleges are employed in the two-year tribal colleges.[2]
- Additionally, 47 percent of all full-time African American faculty are employed in Historically Black Colleges and Universities (HBCUs), with about 30 percent employed at public four-year HBCUs.[3]

GENDER REPRESENTATION

- In 1987, male faculty clearly outnumbered female faculty at public two-year institutions (62 percent vs. 38 percent). However, a larger proportion of two-year full-time faculty are women than at all four-year institutions (25 percent).
- By comparison, almost three-quarters (73 percent) of all full-time faculty positions at all colleges and universities were held by men in 1987, while women held a little more than one-quarter (27 percent) (NSOPF-88).

RANK AND TENURE

The granting of tenure in two-year colleges differs from the system used in four-year institutions. According to Cohen and Brawer, tenure in two-year colleges is "often awarded after a single year, or in many cases, after probation of two or three years; the practice rarely approximates the seven-year standard common in universities" (1982, 73). Also, many two-year colleges do not have ranking systems at all.

The data cited below, allow one to review the characteristics of full-time faculty at two-year institutions who are employed in systems with tenure and rank components.

- According to the NSOPF study in 1987, 25 percent of full-time faculty at public two-year colleges did not have a tenure system at their institutions.
- According to HERI, full-time faculty at public two-year colleges were more likely to hold tenure than their counterparts at two-year independent institutions (71 percent vs. 55 percent).
- Women are less likely to be tenured than men. According to the HERI faculty survey, more than three-quarters of all male faculty at two-year colleges were tenured (76 percent), compared with 63 percent of female faculty at those same institutions (table 2).
- Generally, African American and Asian American male faculty at two-year institutions were almost as likely to hold tenured positions compared with the average tenure rate for all male faculty at two-year colleges.[4]
- Tenure rates for American Indian women and white women approximate the national average for female faculty in two-year colleges.

In 1987, 70 percent of two-year colleges designated faculty by academic rank (NSOPF-88).

- The 1989 HERI faculty survey shows that of full-time faculty at two-year colleges, 25 percent were full professors, 16 percent were associate professors, 12 percent were assistant professors, and 41 percent were lecturers or instructors and 5 percent in the other category.[5]

Like faculty of color at all colleges and universities, Hispanic, African American, and Asian American faculty in two-year colleges are concentrated in the ranks of lecturers and instructors more than is

Table 1

Characteristics of Full-Time Faculty at Two-Year and Four-Year Colleges 1989

Characteristics	All Institutions	2-year		4-year	
		Public	Independent	Public	Independent
Highest Degree Held					
Bachelor's	3%	10%	4%	1%	2%
Master's	28%	60%	70%	22%	29%
Doctorate	61%	16%	18%	69%	62%
Tenure	67%	71%	55%	68%	57%
Race					
White	90%	91%	97%	87%	92%
African American	4%	4%	3%	7%	4%
Asian-American	3%	2%	0%	4%	2%
Hispanic	1%	2%	0%	1%	1%
American Indian	1%	1%	0%	1%	1%
Other	2%	5%	0%	2%	2%
Academic Rank					
Professor	34%	25%	19%	35%	30%
Associate/Assistant Prof.	49%	28%	33%	57%	59%
Lecturer/Instructor	15%	42%	34%	7%	10%
Other	2%	5%	14%	1%	1%
Principal Activity					
Administration	3%	3%	5%	4%	3%
Teaching	90%	95%	94%	93%	95%
Research	6%	1%	0%	2%	1%
Other	1%	1%	1%	1%	1%

Source: Astin, Korn and Dey. "The American College Teacher: National Norms for the 1989-90 HERI Survey." Los Angeles: Higher Education Research Institute, UCLA, March 1991.

the case for white faculty. Few faculty from minority groups occupy senior faculty positions.

- Of all full-time African American faculty at community colleges, 52 percent were lecturers or instructors. Only 15 percent of African-American faculty at two-year colleges were full professors; 15 percent are associate professors, 14 percent held assistant professor positions, and 5 percent held positions in the other category (figure 1).
- Twenty percent of Mexican American two-year faculty were full professors, compared with 56 percent who were instructors. Of the approximately 200 Puerto Rican faculty employed in two-year colleges, 51 percent are assistant professors and 49 percent are instructors.
- Among white faculty at community colleges, 26 percent were full professors; 16 percent associate professors; 12 percent, assistant professors; and 40 percent, instructors or lecturers.
- Almost half of full-time women faculty at two-year institutions were lecturers/instructors (49 percent); in comparison 36 percent of male faculty were employed in these ranks (figure 2).

EDUCATIONAL BACKGROUND

- In 1989, most full-time faculty (61 percent) at two-year colleges held a master's as their highest degree.
- Full-time faculty at independent two-year colleges were somewhat more likely to have a master's as their highest degree than those at pub-lic institutions in 1989 (70 percent vs. 60 percent).
- There were some differences by gender. In 1989, 66 percent of full-time women faculty at two-year colleges indicated that the master's was their highest degree, compared with 58 percent of men (table 2).

Table 2

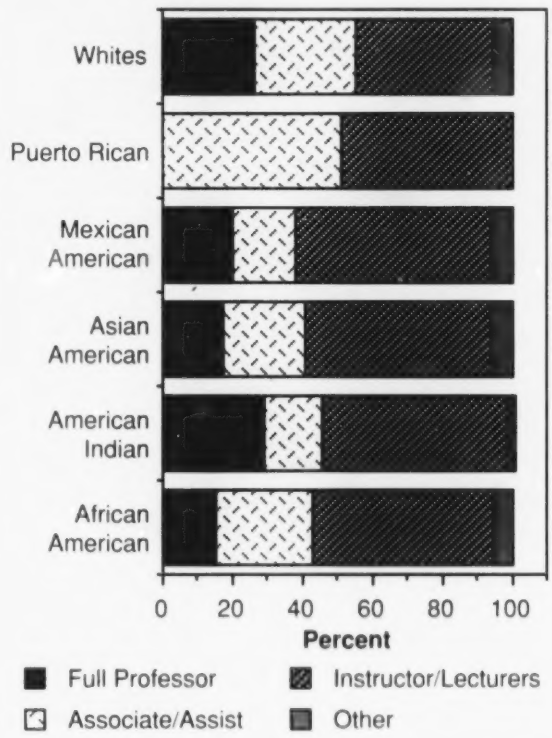
Characteristics of Full-time Two-Year Faculty by Sex, 1989

Characteristic	% Distribution	
	Men	Women
Highest Degree Earned		
Bachelor's	9%	11%
Master's	58%	66%
Ph.D/Ed./D.	20%	11%
Tenured	76%	63%
Academic Rank		
Professor	30%	18%
Associate/Assistant Professor	29%	28%
Lecturer/Instructor	36%	49%
Other	6%	5%
Race/Ethnicity		
White	93%	89%
African American	3%	6%
American Indian	2%	1%
Asian-American	2%	3%
Hispanic	2%	2%
Other	2%	1%

Source: Astin, Korn and Dey. "The American College Teacher: National Norms for the 1989-90 HERI March 1991 Faculty Survey." Los Angeles: UCLA, Higher Education Research Institute, March 1991.

Figure 1

Distribution of Full-time Two-Year Faculty by Rank and Race/Ethnicity, 1989



Source: Higher Education Research Institute, University of California, Los Angeles, "1989-90 Higher Education Research Institute Faculty Survey" unpublished data tabulations, March 1991.

- This trend also varied by race and ethnicity. In 1989, 61 percent of white full-time faculty at two-year colleges cited the master's as the highest degree earned, as did 57 percent of both African Americans and Asian Americans, and 52 percent of American Indians (HERI, 1991).
- In 1989, only 16 percent of full-time faculty at all two-year institutions held a Ph.D or Ed.D. as their highest degree.
  - —At independent two-year colleges 18 percent of full-time faculty indicated that a Ph.D. or Ed.D was the highest degree attained, as did 16 percent of full-time faculty at public two year colleges.
- Full-time male faculty at all two-year colleges were almost twice as likely to have attained a Ph.D. or Ed.D. as their highest degree than their female counterparts (20 percent vs. 11 percent).

DIFFERENCES BY DISCIPLINE

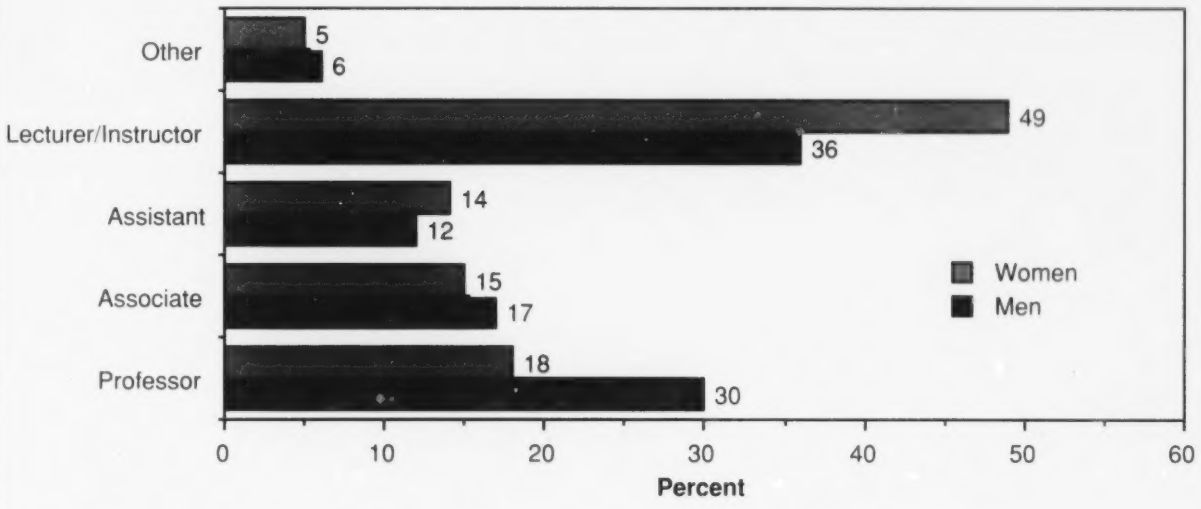
- At all two-year institutions the largest share of full-time faculty were in the health related fields (11 percent); as were 11 percent of full-time faculty at public two-year colleges (HERI, 1991).
- However, at two-year independent institutions the largest proportion of faculty held appointments in departments of English (14 percent).

The top fields of academic employment varied by gender.

- Among full-time women faculty at two-year colleges, 30 percent were employed in education, 18 percent in health fields, and 10 percent in English.
- For full-time male faculty at all two-year institutions, 11 percent were employed in techni-

Figure 2

Distribution of Full-Time Two-Year Faculty by Rank and Sex, 1989-90



Note: Numbers may not add to 100 due to rounding.

Source: Astin, Korn and Dey. "The American College Teacher: National Norms for the 1989-90 HERI March 1991 Faculty Survey." Los Angeles: UCLA, Higher Education Research Institute, March 1991.

cal fields, 10 percent in business, and 10 percent in the social sciences.

The top fields of academic employment for minority faculty in two-year colleges generally follow the same patterns as those for all higher education institutions combined.[6]

- African American faculty at two-year colleges are employed predominantly in the social sciences (19 percent), health-related departments (16 percent), and education departments (13 percent). Business departments rank fourth, employing 10 percent of African American faculty in two-year colleges.
- English departments employ approximately 23 percent of all Hispanic two-year college faculty. Health-related departments are second, employing 18 percent of Hispanic faculty, followed by social science departments with 10 percent and mathematics and statistics departments with 10 percent.
- For Asian American faculty, the five top fields of employment at two-year colleges are the social sciences (16 percent), mathematics and statistics (15 percent), other technical departments (11 percent), business (10 percent), and education (9 percent).
- The HERI faculty survey reports that the two largest shares of American Indian faculty are employed in departments that are grouped as "other" or as "other technical" fields (22 percent and 15 percent). Following these two clusters of departments, the two identifiably largest shares of American Indian faculty are in English (11 percent) and the social sciences (8 percent).

PRINCIPAL ACTIVITIES AND JOB SATISFACTION

- In 1989-90, full-time faculty at two-year colleges were slightly more likely to identify teaching as their principal activity than full-time faculty at all institutions (95 percent vs. 90 percent) (table 1).
- In 1987, full-time faculty at two-year colleges indicated that 71 percent of their time was spent on teaching, compared with 56 percent for full-time faculty nationally (NSOPF-88).
- In the 1992 Campus Trends Survey, it was found that most two-year public institutions (78 percent) have regular, full-time faculty teach 10 or more courses per year (typically, five courses in each of two terms). In contrast, only 6 percent of their public four-year counterparts did so. (El-Khawas, 1992)

Table 3

Patterns of Faculty Hiring: Selected Years (Percentage of Institutions with Net Gains)

	Total	2-Year Colleges	Public 2-Year	Public 4-Year
Change in Full-Time faculty				
1987-88 to 1988-89	50%	49%	48%	48%
1990-91 to 1991-92	48%	44%	44%	49%
Change in Part-Time faculty				
1987-88 to 1988-89	42%	41%	42%	41%
1990-91 to 1991-92	54%	60%	60%	57%
Change in Minority Faculty				
1987-88 to 1988-89	25%	22%	24%	38%
1990-91 to 1991-92	34%	29%	29%	45%
Change in Women Faculty				
1987-88 to 1988-89	42%	40%	50%	43%
1990-91 to 1991-92	50%	49%	49%	59%

Source: Elaine El-Khawas, *Campus Trends, 1989 and 1992.*

Full-time faculty at two-year colleges spent considerably more time teaching than did their four-year counterparts.

- In 1989-90, 78 percent of full-time faculty at public two-year institutions and 70 percent at independent two-year colleges spent more than 12 hours per week teaching (HERI, 1991).
- In contrast, only about one-third of full-time faculty at public and independent four-year colleges spent 12 or more hours teaching (30 percent and 33 percent, respectively).

Much of this difference may be due to institutional demands for research at four-year colleges and universities.

- Thirty-two percent of full-time faculty at public four-year institutions noted that the demand for doing research interfered with their effectiveness as a teacher. Not surprisingly, only 6 percent of faculty at two-year public colleges cited this reason.
- Considering that most full-time faculty hold tenure, it is not surprising that in 1989 three-quarters of full time faculty (61 percent) indicted that they were "very satisfied" with their job security.
- This satisfaction was evident at all types of institutions, although full-time faculty at public two-year institutions were "very satisfied" with their job security to a greater extent than their independent two-year counterparts (79 percent vs. 71 percent).

RECENT TRENDS IN HIRING FULL-TIME FACULTY AT TWO-YEAR COLLEGES

- During the periods 1990-91 to 1991-92, 44 percent of two-year institutions reported net gains in hiring full-time faculty (table 3).
- Overall, between academic years 1990 and 1991, less than half of all colleges and universities reported net gains in hiring full-time faculty (48 percent). A slightly larger percentage noted net gains during the period AY 1987 to AY 1988 (50 percent).
- Between 1990-91 and 1991-92, 29 percent of two-year colleges noted a net gain in the number of faculty of color, compared with 45 percent of public four-year colleges.
- During this period, almost half of two-year institutions (49 percent) increased the number of women faculty hired; as did half of all institutions (50 percent).
- Between 1990-91 and 1991-92 public four-year institutions were more likely to increase their female faculty than any other types of institutions.

II. Characteristics of Part-time Faculty

National data on part-time faculty is more scarce than for their full-time counterparts. One of the few sources is the National Survey of Postsecondary Faculty (NSOPF-88).

There has been much discussion in higher education concerning the growth of part-time faculty. Research has found that during the mid-1970s and 1980s, the number of part-time faculty increased considerably, particularly at two-year institutions (American Association of University Professors, 1992).

- In 1987, there were an estimated 311,000 part-time faculty employed at all colleges and universities in the U.S.
- In 1987, 125,000 part-time faculty were employed at public two-year institutions.
- Part-time faculty comprised more than half (58 percent) of all faculty at public-two year colleges in 1987.

REPRESENTATION OF FACULTY OF COLOR

- Faculty of color represented 8 percent of all part-time faculty at public two-year colleges in 1987; nationally, faculty of color comprised 10 percent of all part-time faculty (table 4).
- The racial distribution of part-time faculty at public two-year institutions was: whites 91 percent; African Americans 3 percent; Hispanics and Asian Americans 2 percent; and American Indians 1 percent.
- However, at four-year institutions minorities held a larger share of part-time positions (13 percent).

GENDER REPRESENTATION

- In 1987, men at public two-year colleges held a larger proportion of part-time faculty positions than women (58 percent vs. 42 percent).
- Women held a slightly larger share of part-time faculty positions at four-year colleges (46 percent) than at two-year institutions.

RANK AND TENURE

Almost all part-time faculty at two year colleges (96 percent) were employed in non-tenure positions.

- This was true as well of part-time faculty at four-year colleges and universities (95 percent).
- The vast majority of part-time faculty were hired at the instructor or lecturer level; only 21 percent of part-time faculty were in the ranks of full, associate or assistant professor.
- This trend was strongest in the public two-year sector, in which only 9 percent of part-time faculty were full, associate or assistant professors.
- Slightly more than half of all part-time faculty held other full-time jobs (52 percent). This held true at all institutional types.
- Very few part-time faculty aspired to full-time employment in academe. In 1987, only 16 percent of all part-time faculty as well as part-timers at public two-year colleges aspired to full-time employment.

EDUCATIONAL BACKGROUND

- Part-time faculty at public two-year institutions were almost equally as likely to indicate that a bachelor's or masters was their highest degree earned. In 1987, 47 percent indicated that a master's was their highest degree and 40 percent noted that a bachelor's was the highest degree held.

Table 4

Characteristics of Part-time Faculty, Fall 1987, Percent Distribution

	All Institutions	2 year Public	4 Year Institutions
Gender			
Male	56%	58%	54%
Female	44%	42%	46%
Highest Degree Held			
Bachelor's and other	27%	40%	17%
Master's	44%	47%	53%
Doctorate	29%	13%	29%
Satisfaction with Job Overall	87%	86%	90%
Race/Ethnicity			
White	90%	91%	87%
African Amerian	4%	3%	4%
Asian	3%	2%	5%
Hispanic	2%	2%	2%
American Indian	1%	1%	2%

Note: Percents may not add to 100 due to rounding

Source: National Center for Education Statistics, (NSOPF-88).

LONGEVITY

Contrary to the belief that part-time faculty are short-termers (i.e., move from institution to institution during each term and hold multiple appointments), this does not appear to be the reality.

- In 1987, the mean number of years at an institution for all part-time faculty was 6.5 years; for those at public two-year colleges, the mean was 6.1 years.

PRINCIPAL ACTIVITIES AND JOB SATISFACTION

- Part-time faculty at public two-year colleges devoted a larger share of their time to teaching than their counterparts at four-year colleges (65 percent vs. 58 percent).
- Nationally, the majority of part-time faculty experienced overall job satisfaction (87 percent). However, part-time faculty at public two-year institutions were slightly more satisfied with their jobs than their part-time counterparts at four-year colleges or nationally (90 percent and 86 percent).

RECENT TRENDS IN HIRING PART-TIME FACULTY AT TWO-YEAR COLLEGES

There is an increasing trend at two-year institutions to hire part-time faculty.

- Between 1987-88 and 1988-89, 41 percent of two-year institutions increased their hiring of part-time faculty (table 3).
- During the period 1990-91 to 1991-92, 60 percent of two-year institutions increased their hiring of part-time faculty.

This trend may be partly explained by the fact that enrollments have increased at two-year institutions and part-time faculty are needed to address the needs of a growing student population.

- In 1985, 4.7 million students were enrolled in two-year colleges; by 1990, 5.2 million students were enrolled in these institutions — an 11 percent increase (NCES, 1991).

SUMMARY AND IMPLICATIONS

The analysis of the data on community college faculty gives only a snapshot of what is going on with faculty within these institutions. However, it is still very difficult to determine any trends over time on this increasingly important sector of higher education institutions. Ongoing data collection efforts concerning faculty are needed, particularly in a time when colleges and universities may be faced with critical faculty shortages. In addition, more data are needed to monitor the experiences of minority faculty, particularly as institutions address diversity issues on campuses.

Part-time faculty are a burgeoning component of the two-year sector. This is probably in response to the increases in the enrollments in two-year colleges. More research and information on these faculty members is needed. What are the implications of institutions having large numbers of part-time faculty? Does it affect the quality of teaching? Is hiring part time faculty a viable way of addressing budgetary problems? What are the advantages and disadvantages of being a part-time faculty member? What is the long term economic impact of increasing the number of part-time faculty?

Beyond addressing these general questions, data is needed to help us gauge the role minorities and women play in two-year colleges. Community colleges are just as likely to hire faculty of color as are other institutions. Yet while people of color are an increasing component of the U.S. population generally and of the student population within community colleges, they remain greatly underrepresented among faculty. Certain minority groups, such as Hispanics and American Indians already attend community colleges in disproportionate numbers. For example, in 1990, 55 percent of all Hispanic students and 52 percent of American Indian students were enrolled in two-year colleges (Carter, 1992). The question arises: in what manner can two-year colleges better address the needs of minority students? What role should the composition of the faculty play? How can colleges increase the number of minority faculty into career track positions?

Many full-time women faculty and faculty of color at two-year and other institutions, are at the lower ranks and have little opportunity for tenured positions where those opportunities exist. Colleges need to re-examine hiring and promotion policies and determine how to get more women and minority faculty into the career tenure track or into extended term appointments.

At a time when institutions are facing uncertainty in their environments, current and trend data are key to addressing any issues. Without the ability to have a much fuller picture of what is happening, institutions cannot begin to address the needs of full-time faculty in any type of institution. Community college enrollments are growing and we need to know how staffing needs are met.

END NOTES

1. Data for Hispanic faculty in the HERI survey include only faculty who are identified as Mexican American/Chicano or Puerto Rican.

2. The percentage of American Indian faculty employed in two-year tribal colleges is an estimate computed from data from the NSOPF-88 and the American Indian Higher Education Consortium.

3 The percentage of African American faculty employed in four-year public HBCU's is an estimate using data from the HERI faculty survey, the United Negro College Fund and the Equal Employment Opporutnity Commission (EEOC).

4. Only general trends are given on tenure by sex and race/ethnicity. Due to the small number of cases the data may not be reliable for the various demographic categories.

5. The HERI faculty survey data on academic rank includes institutions that do not identify faculty by rank.

6. For comparisons, information on general academic employment patterns of minority faculty may be found in Carter and Wilson's Tenth Annual Status Report on Minorities in Higher Education.

RESOURCES

1989 Survey of Faculty, conducted by the Higher Education Research Institute (HERI) at the University of California, Los Angeles.

This is a national survey of full-time faculty at 392 colleges and universities across the country, conducted in the fall and winter of 1989-1990. It covers full-time faculty who spend at least part of their time teaching undergraduates. Because of the sample size for each racial and ethnic group and the availability of disaggregated data, the survey offers an excellent opportunity for analyzing employment patterns of minority faculty in community colleges. Much of the information for this report is taken from special analyses of the HERI 1989-90 Faculty Survey.

The study's normative report, *"The American College Teacher"*, is based on responses from 35,478 faculty, statistically weighted to be representative of all full-time faculty in the U.S. This report is the source for references in this research brief to all faculty, when followed by the notation, HERI. For more information, see: *Alexander W. Astin, William S. Korn, and Eric L. Dey, The American College Teacher: National Norms for the 1989-90 HERI Faculty Survey* (Los Angeles: UCLA, Higher Education Research Institute, 1991).

1988 National Survey of Postsecondary Faculty (NSOPF-88), conducted by the National Center for Education Statistics, Washington, D.C.

This is a national survey of both full-time and part-time instructional faculty at 449 colleges and universities, which specifically provides data on the percentage of minority faculty employed in the public two-year colleges. Basic findings for 7,408 respondents are available in a report titled "Faculty in Higher Education Institutions, 1988". (This report includes independent two-year colleges only in the "all institutions" category because there were too few cases to provide reliable estimates). For more information, see: *Faculty in Higher Education Institutions, 1988:* Contractor Report (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, August 1991).

Equal Employment Opportunity Faculty Survey, conducted by the Equal Employment Opportunity Commission.

Since 1973, the United States Equal Employment Opportunity Commission (EEOC) has required all public and independent institutions of higher education with at least 15 full-time employees to file the Higher Education Staff Information

(EEO-6) report biennially. The survey includes information by gender, race/ethnicity, and employment status (part-time or full-time) for the following categories: executive, administrative, and managerial; faculty (by rank and tenure status); professional non-faculty; clerical and secretarial; technical and paraprofessional; skilled craft; and service/maintenance. The survey does not disaggregate data for two-year and four-year institutions. In addition to employment, the EEO-6 report provides annual salary data by job category.

Data are not imputed for institutions that do not report employment figures. Because of non-reporting by institutions and states, the number of institutions included in the EEO-6 survey is different for each survey period. The different number of reporting institutions affects percentage change figures, which measure increases or decreases in employment counts over time. For these reasons, the reader should be extremely cautious when interpreting changes in the actual employment counts over time. For more information, contact: Esther Littlejohn, Equal Employment Opportunity Commission, Office of Research and Surveys, 1801 L Street, N.W., 9th floor, Washington, D.C. 20507, (202) 663-4958.

Campus Trends, by Elaine El-Khawas at the American Council on Education.

Campus Trends is an annual survey of college and university administrators conducted by the American Council on Education. It is designed to provide timely information on changes taking place in the academic and administrative practices of American colleges and universities. The survey collects data such as: the financial conditions facing American higher education; the changes in enrollment, curriculum, faculty hiring and assessment activities. All results are reported by type and control of institution. *Campus Trends, 1992* is available for $10 for ACE members and $13 for nonmembers from the ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington, D.C. 20036-1193. For further information call (202) 939-9450.

The Dry Pipeline: Increasing the Flow of Minority Faculty, prepared by Dorothy S. Linthicum for the National Council of State Directors of Community and Junior Colleges.

The National Council commissioned this study in October 1988 in response to the need to increase the flow of minority faculty and administrators. The report summarizes innovative ideas and programs used by colleges and states across the nation to increase the number of minorities entering the pipeline for future positions and presently serving on faculties. Where possible, names and telephone numbers of appropriate contacts are included. Literature sources are referenced for additional information. The report describes exemplary efforts by colleges and by states in terms of both short-range and long-range strategies. For more information on this report, contact: Dorothy S. Linthicum, Education Consultant, 3895 White Rose Way, Ellicott City, MD 21403. For further information call (401) 461-5229.

The American Association of University Professors.

AAUP is the national organization which represents college faculty. AAUP is concerned with issues such as the economic status of the professor, the status of women and minorities, and encouraging improvements in teaching and learning. AAUP recently released the report, *"The Status of Non-Tenure Track Faculty."* This report analyzes NSOPF-88 data on faculty who do not hold tenured positions and discusses the implications of these trends for higher education. For more information, contact AAUP 1012 14th Street, N.W., Suite 500 Washington, D.C. 20005; (202) 737-5900.

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The ACE Research Briefs Series

The Division of Policy Analysis and Research at the American Council on Education publishes the ACE Research Brief Series, a collection of short papers exploring timely and pertinent issues in higher education. Current topics include trends in retention data and practices, academic collective bargaining, and international comparisons of higher education expenditures and participation. The series is published eight times a year and is available for $58 for one year, $106 for two years, or $149 for three years. ACE members receive a 10 percent discount.

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